**Gallery Walk- Introducing the Butterflies: Research/Presentation Rubric**

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| **Construct Measured** | **Score Point 4** | **Score Point 3** | **Score Point 2** | **Score Point 1** | **Score Point 0** |
| **Reading**  Comprehension of  Key Ideas and  Details | The group’s visual provides an accurate analysis of what the text says explicitly  and inferentially  showing full  comprehension of  complex ideas  expressed in the  research. | The group’s visual  provides an accurate analysis of what the  text says explicitly and inferentially and comprehension of  ideas expressed in the research. | The group’s visual provides a  mostly accurate  analysis of what the text says explicitly or inferentially and  shows a basic  comprehension of  ideas expressed in  the research. | The group’s visual provides a  minimally accurate  analysis of what the  text says and shows limited comprehension of  ideas expressed in  the research. | The group’s visual  provides an  inaccurate analysis or no analysis of the text, showing little to no comprehension of ideas expressed in  the research. |
| **Research**  Through representation of all elements of researched topic. | The group’s visual and presentation convey a thorough research investigation has been conducted. | The group’s visual and presentation convey an attempt at thorough research. | The group’s visual and presentation convey a lack of through research. | The group’s visual and presentation convey inaccurate research. | Pieces of research, visual, or presentation are missing and therefore do not demonstrate research having taken place. |
| **Presentation**  Clarity of Information | The group’s expert is knowledgeable enough on the topic to speak to it directly. The expert also provides additional information to each visitor to enrich the overall understanding of the research topic. | The group’s expert is knowledgeable enough on the topic to speak to it directly. The expert is able to provide limited additional information to each visitor to enrich the overall understand of the research topic. | The group’s expert is knowledgeable enough on the topic to speak to it but unable to provide additional information. | The group’s expert has limited knowledge on the topic but is able to provide some additional information to each visitor in order to enrich the overall understanding of the topic. | The group’s expert has limited knowledge on the topic and is unable to provide additional information to enrich the overall understanding of the topic. |
| **Writing**  Knowledge of  Language and  Conventions | The group’s visual response  demonstrates  command of the  conventions of  standard English  consistent with  effectively edited  writing. Though there may be a few minor  errors in grammar  and usage, meaning  is clear throughout the response. | The group’s visual response  demonstrates  command of the  conventions of  standard English  consistent with edited writing. There may be  a few distracting errors in grammar and usage, but meaning is clear. | The group’s visual  response  demonstrates  inconsistent  command of the  conventions of  standard English.  There are a few  patterns of errors in  grammar and usage  that may occasionally  impede understanding. | The group’s visual  response  demonstrates limited  command of the  conventions of  standard English.  There are multiple  errors in grammar  and usage  demonstrating  minimal control over language. There are multiple distracting errors in grammar and usage that sometimes impede understanding. | The group’s visual response  demonstrates little to no command of the conventions of  standard English.  There are frequent  and varied errors in  grammar and usage, demonstrating little or no control over language. There are frequent distracting errors in grammar and usage that often impede  understanding. |